E. Flagg

BOARD OF EDUCATION
NEWARK, NEW JERSEY 07102

FRANKLYN TITUS
SUPERINTENDENT OF SCHOOLS

E. ALMA FLAGG
ASSISTANT SUPERINTENDENT
IN CHARGE OF CURRICULUM SERVICES

October 30, 1970

Memorandum

To: Superintendent of Schools
Members of the Board of Education
Members of the Superintendent's Staff

From: E. Alma Flagg

EAF

Attached are the results of a survey conducted in the schools in the spring of 1970. It is in three parts: General, Afro-American, and Puerto Rican.

Our intentions were to discover the extent to which schools were implementing the policy of the Board of Education with regard to minority representation in areas of study; to stimulate teachers and principals to think about their activities in connection with textbook and curriculum committees; to encourage the entire professional staff to utilize materials sent to them; to discover what services and materials are desired by staff; and to compile a listing of all sorts of programs and projects under way in the system.

The degree of participation in textbook and curriculum committees, activities, and programs varies from zero to a high level. The involvement of teachers in professional courses and workshops is encouraging. Repetition of this survey should, hopefully, reveal a positive trend. Incidentally, some educators have suggested that all in - service courses should be offered in high school buildings.

In the general survey, no response was received from one secondary school, one special school, and twelve elementary schools; Afro-American, two secondary, one special, and twelve elementary; Puerto Rican, three secondary, two special, and twelve elementary.

The respondents indicated that progress is being made in the use of various resources and in minority representation in the curriculum. They plan to take further steps. They ask that the Curriculum Services Department produce new curriculum guides, distribute more materials on Puerto Rican culture, provide specialists to confer with their faculties, provide in-service training for teachers, encourage understanding of Africa Today, provide more multi-media materials, set up a learning materials and resource center, furnish speakers for school programs, expand the textbook and materials list, arrange for educators to attend college conferences on Black and Hispanic studies, provide days for whole - school workshops with pupils dismissed early, and many other things.

All these things and more we want to do. With the appropriate professional and clerical staff, with the needed laboratory, library, and previewing rooms, and with the cooperation of system-wide faculty and administration, we shall be able to render the service that is so sorely needed.

I GENERAL

REPORT ON GENERAL SURVEY

BY DEPARTMENT OF CURRICULUM SERVICES

SPRING, 1970

Secondary Schools

Number of Schools: 15 Schools Responding: 14

What unique project or program is being conducted in this school?

1. Experimental program in Algebra I.
2. Lunch-recreational program.
3. Ping-pong, nok-hockey, carrom-pool, checkers; supported by Student Council Varsity Club.
4. Weight-lifting tutoring program.
5. Data processing and distributive education program.
6. Social studies reading laboratory.
7. Musical comedy, "Guys and Dolls."
8. Aspira Club for Hispanic students.
9. Use of electric calculators in remedial mathematics.
10. Bi-lingual program (English, Spanish, reading, social studies, mathematics) in Spanish.
11. The Work, Experience and Career Exploration Program (W. E. C. E. P.); funded by New Jersey Department of Education, Division of Vocational Education.
12. Montclair Teacher Corps Program: interns in bi-lingual program in English and physical education.
13. Team approach to teaching English and social studies around common themes.
14. New Jersey Bell Telephone Project; funded by N. J. Bell Telephone Company.
15. Job Corps materials adapted to a core class for potential drop-outs.
16. Job Corps materials in mathematics tested by N. E. A.

17. Project N. E. E. D. E. D., upgrading of reading levels and mathematic comprehension of educationally deprived students; funded by Federal Government.

18. E. D. L., Educational Development Laboratories program for listening and reading development.

19. Experimental studies in the use of materials other than regular textbooks with ungraded kinds of learning.

20. Eighth-grade program in pre-Algebra; funded by Title I.

21. Monthly school-wide testing program in arithmetic fundamentals.

22. English as a second language on graded levels for recent arrivals from Cuba, Spain, Portugal, Puerto Rico, etc.

23. C. E. P. Program; funded by Board of Education.

24. Foreign language laboratory; funded by Title I.

25. Cooperation with D. A. R. E. on drug abuse prevention program.

26. Second year of three-year project in business machines laboratory; funded under Federal Vocational Act.

27. Sending of two students to Choate School Institute for science study.

28. Testing for air and water pollution.

29. Programs supplied by The Ohio State University: World of Construction; World of Manufacturing.

30. Compiling of a Spanish-English dictionary for Foods classes.

31. Science reading program.

32. Afro-American course; funded by Newark Plan.

33. Spanish language enrichment laboratory; funded by Title III.

34. Project WHO (second year); funded by Title III.

35. Pilot program for curriculum project on engineering concepts (a course being modified for inner-city urban students).

36. Team teaching in programmed learning in mathematics and business education.

37. Coordinated project on fashions by mathematics, business education, and English departments.

38. Two-year sequence in Swahili.

How many teachers ever

A. Applied for state Mini-Grants? 8

B. Applied for local Curriculum Grants? 13

C. Used all their Discretionary Funds? 724

What city-wide curriculum committees have included members of this school's staff in the current year?

Sex Education
Mathematics
Record Keeping
Economic Geography
Drug Abuse
Business Education
In-Migrants
Hispanic
Music
Science
English
Middle School
Audio-Visual Materials

What city-wide textbook committees have included members of this faculty?

Secondary Science
Mathematics
Language
Health and Physical Education
Secondary English
Social Studies
Home Economics
Periodicals Selection for Libraries
Business Education
Industrial Arts
Adult Education
Music
Practical Arts
Guidance
Reading
Afro-American History
Sales
Jr. High School Social Studies
Jr. High School English
Jr. High School Mathematics
Jr. High School Science

What tentative curriculum materials have been tried out by the faculty this year?

Reading

Newark's People -- Our In-Migrants

Afro-American History

New Mathematics Handbook

What curriculum guides in final form have reached the school this year?

Advanced Placement Mathematics Program

Modern European History

Algebra II

Language Arts in Special Education

E. A. S. L. in Adult Education

What other materials on curriculum have been received and how have they been used?

Materials	Use
Red Cross	Partial
Legacy for All (Contributions of Negroes)	Distributed for study
Road maps of United States, Canada, Mexico	Distributed on request
State Department Home Economics Curriculum	Classroom use
National Council for Social Studies Curriculum Materials	Classroom and library
Montclair State College--"Physical Education Around the World"	Physical education classes
Bulletins from State Department of Curriculum Services	Circulated to teachers
Scott Foresman "High Lights"	Discussed at faculty meetings
Public Library, "Read, See and Hear"	and implemented in classes
Mathematics S. R. A. materials to implement remedial program	Remedial mathematics

Materials	Use
Charts from Scott, Foresman	Language development and reading appreciation
Materials advocated by Dept. of Art Education	Art classes
Pamphlets on alcohol, smoking and drugs	Discussed and studied in Health classes
S. R. A. units in English and Language Arts	Reference
Indiana University English Curriculum Series	Reference
Island in the Crossroads: History of Puerto Rico	Celebration of Puerto Rican Independence Day
Calendars in Spanish featuring Puerto Ricans: 1970 Puerto Rico Calendario Historico	Permanent display and daily reference
Carnegie Institute Curriculum Study to Explore Possibilities for Thematic Units in Literature	Developing thematic units

What services has this school received from the Curriculum Office?

Two $250 grants for humanities project

Curriculum grant

Periodic bulletins

Financial aid for reading laboratory

Curriculum Notes

Teacher study-travel programs

Book reviews

Bibliographies

Notices of cultural events and professional meetings

Pamphlets on various areas of study

Materials on English as a second language

N. S. F. grant

What materials are desired?

1. Materials on creative writing.
2. Literature by Black writers of the French and Spanish-speaking world.
3. French and Spanish short films (twenty to thirty minutes), records, and slides.
4. Study guides for new teachers.
5. Money for materials for humanities, remedial reading, and adequate reading laboratories.

6. Re-evaluation of U. S. History II and Problems of American Democracy curricula.

7. Consideration of possible new course in Urban Studies.

8. Guides in subject-matter fields from large cities.

9. Greater selection of films in literature.

10. New materials and suggestions in business subjects.

11. Materials for slow general mathematics students.

12. Information about unique programs in other schools.

13. Periodic newsletters for each subject area.

14. Up-to-date curriculum guides in all subject areas.

15. Purchase of Puerto Rican newspaper for each school.

16. Unit-books in science to replace textbooks.

17. Inclusion in curriculum guides of practical techniques for teaching.

18. New approaches to teaching pupils below grade level in reading.

19. Curriculum for teaching data processing.

20. Curriculum guides in Puerto Rican and Afro-American History.

21. Curriculum for motion picture study and appreciation.

22. Materials dealing with French and Spanish-speaking countries of Africa, South America, and the Caribbean.

23. Visual aids and books for Spanish-speaking children.

24. Pertinent bibliography of Black French and Spanish writers.

25. Materials to develop thematic units.

26. Information about experimental programs in inner-city education.

27. New curriculum for chemistry for nursing-oriented students.

What services are desired?

1. Orientation meetings and workshops in major fields for new teachers.

2. List of available guest speakers.

3. Nationally prominent experts as curriculum consultants in language arts.

4. Increased contacts with the community.

5. Demonstrations and discussions of new materials and methods.

6. Inter- and intra-school visitations.

7. Information on workshops and curriculum studies.

8. Information on non-textbook oriented teaching.

9. In-service course within each school to instruct subject-matter teachers how to teach reading.

10. Closer articulation with work of elementary schools.

11. Materials by Tesol.

12. Information on new approaches to foreign language teaching developed by comparable inner-city schools.

13. Coordination with other schools in using a central depository of enrichment materials, under the supervision of the Department of Curriculum Services.

14. Specialists in every subject area.

15. Curriculum guides for ninth and tenth grade general mathematics.

What suggestions are offered?

1. Provide released time for curriculum work.

2. Curriculum advisers should visit schools and speak at department meetings.

3. Up-to-date lists (by subjects) from publishing companies.

4. Curriculum materials on what employers expect of high-school graduates.

5. Improved junior-senior-high school articulation.

6. Establish subject-matter specialists under Assistant Superintendent.

7. Establish summer curriculum workshops.

8. Provide more Spanish reading material for Spanish-speaking students.

Special Schools

Number of Schools: 12 Schools Responding: 11

What unique project or program is being conducted in this school?

1. Newark Museum, "Let's Find Out about Fossils"; supported by donations and school fund.
2. I. T. A. reading program materials; funded by donations and Home-School Association.
3. Occupational training for the trainable mentally retardedd; supported by Federal grant (P.L. 90-576 , Vocational Education Amendment, 1968).
4. Inclusion of Afro-American history in the social studies curriculum for the educable mentally retarded.
5. Swimming instruction for each class at Wilson Avenue Pool; supported by Title I.
6. Multi-media program under H. E. W.; supported by Title VI funds.
7. Intensive remedial reading instruction in areas of specific deficiencies, using small-group method; funded by Title I.

How many teachers ever

A. Applied for state Mini-Grants? 15
B. Applied for local Curriculum Grants? 12
C. Used all their Discretionary Funds? 235

What city-wide curriculum committees have included members of this school's staff in the current year?

Afro-American History
Advisory Committee on Curriculum
Drug Abuse
Guidance
Health and Family Living
Mathematics
Secondary School Social Studies
Science
Social Studies for the Educable Mentally Retarded
Curriculum for the Trainable Mentally Retarded

What city-wide textbook committees have included members of this faculty?

Adult Basic Education

Reading

Science

Special Education

Title One Textbooks

What tentative curriculum materials have been tried out by the faculty this year?

Afro-American History

Living and Learning Together--Language Arts

Learning Experiences for the Educable Mentally Retarded

What curriculum guides in final form have reached the school this year?

Learning Experiences for the Educable Mentally Retarded

Living and Learning Together--Language Arts

What other materials on curriculum have been received and how have they been used?

Materials	Use
Afro-American history materials	Display and class discussions
Drug addiction materials	Physical education and Health classes
Book displays by publishers	Resource material
Teacher-authored units on Afro-American history	Classroom
Film on Project Read	Reading evaluation

What services has this school received from the Curriculum Office?

1. Curriculum guides (tentative)
2. Reprints of pertinent information in subject areas for teachers and pupils
3. Information on sources of related materials.
4. Information on new materials and where available.
5. Information on conferences and workshops held in reading, Afro-American history, and mathematics
6. Help with Project Read
7. Periodicals containing new materials for teacher and/or pupil use

What materials are desired?

1. Curriculum guides for mentally handicapped pupils in all areas
2. Complete and detailed descriptions of unusual programs in other schools which might be adapted for handicapped pupils
3. Professional literature
4. Curriculum guide for teaching clothing to teen-age educable mentally retarded pupils
5. Continuation of literature and materials sent in the past

What services are desired?

1. Continue present services
2. Provide professional speakers in subject-matter areas for in-school workshops
3. Visit from Dr. Flagg to discuss how school might work with the curriculum office

What suggestions are offered?

1. More information about special programs sponsored by the Board of Education
2. In-school film production

3. Quarterly informational bulletin about special programs and events in other special schools

4. Discussion with Dr. Flagg about particular curriculum needs of a special school

5. Possibility of using uniform texts for elementary, junior and senior high special schools

Elementary Schools

Number of Schools: 57 Schools Responding: 45

What unique project or program is being conducted in this school?

1. "Our Community"--a film study of Newark.
2. Study of the effects of perceptual motor ability upon reading achievement of first graders; supported in part by mini-grant.
3. Study of the effects of a movement education program upon conceptual development of primary grade children; supported in part by mini-grant.
4. Afro-American history workshops at school; supported by Title I.
5. Use of Distar materials in two kindergarten classes; funded by Title I.
6. Use of Frostig Visual Perception materials in several primary grades; funded by Title I.
7. Formal phonics program in kindergarten; funded by Title I.
8. Project Read in kindergarten; funded by Title I.
9. Teacher Aide Intern Program; supported by New Careers.
10. New Mathematics Instructional Program, grades 1, 2, 3, 4.
11. Rutgers University Social Workers Intern Program.
12. Newark State College Reading Clinic; funded by Newark State and Bessie Smith Community Center.
13. Bareiter-Englemann Kindergarten Breakfast and Reading Program; funded by mini-grant.
14. Outdoor education program at Y.M.C.A. camp (five days for seventh and eighth grade pupils); funded by families of children and area businesses.
15. Newark State College "Poet in Residence" in intermediate grades; supported by Title III.
16. "Our School Can Read" project: dedicated to the memory of Langston Hughes and presented on WBGO.
17. Bi-lingual program in cooperation with Montclair State College; federal support.
18. Movi-genic curriculum.
19. Experimental science for grades 4-6; supported by Victoria Foundation.

20. Sullivan Programmed Mathematics; funded by Victoria Foundation.

21. Library research by special sixth-grade pupils; funded by Victoria Found.

22. Phonovisual Reading Program (grades 1,2); funded by Victoria Foundation.

23. In-service course in Afro-American history with city-wide faculty; supported by Victoria Foundation.

24. English as a second language; funded by Title I.

25. Pilot program for children with communication disorders; funded by Title VI-A.

26. Library research project on Afro-American history for grades 4-6.

27. Remedial reading classes for children with English language difficulties as well as reading problems; funded by Title I.

28. Job Corps mathematics program (grade 6); funded by Board of Education.

29. Linguistics program for grades 1-4, directed by two professors from Jersey City College.

30. Bi-lingual program for grades 4-8; funded by Title VII.

31. Team teaching: K-4 (science, language arts, and new mathematics) and 5-8 (language and social studies).

32. Use of discretionary funds to establish paperback library for free reading.

33. Motor-coordination project (K,1); funded by Title I.

34. Tri-University Project for training interns; Federal funding.

35. Voluntary, extra-curricular Afro-Hispanic-American study group.

36. Improve Your Environment Program: planting trees, beautifying environs of school, and cleaning neighborhood; supported by Rutgers University Agricultural Division.

37. School-sponsored tutorial program.

38. Tutoring by members of two fraternities from New College of Engineering.

39. "Open Courts" reading program; funded by Title I.

How many teachers ever

A. Applied for state Mini-Grants? 31

B. Applied for local Curriculum Grants? 15

C. Used all their Discretionary Funds? 1478

What city-wide curriculum committees have included members of this school's staff in the current year?

Social Studies	Health and Family Living
Prekindergarten	Man-made environment
English as a Second Language	English
Drug Abuse	Language
Hispanic Culture	Elementary Mathematics
Reading	Afro-American History
Science	Art
Middle School	Music

What city-wide textbook committees have included members of this faculty?

Elementary Science	Reference Books
Industrial Arts	Arithmetic
Home Economics	New Mathematics
Maps, Globes, and Charts Evaluation	Handwriting
Social Studies	Library
Language Arts	Spelling
Health and Safety	Adult Basic Education
Reading	

What tentative curriculum materials have been tried out by the faculty this year?

Elementary Afro-American History

Modern Mathematics Terminology Guide

Environmental Unit

New Mathematics

Drug Addiction

What curriculum guides in final form have reached the school this year?

Home Economics, Grades 4-12

What other materials on curriculum have been received and how have they been used?

Materials	Use
1. Legacy for All: Channel 13 teacher guide	Upper-grade social studies
2. Legacy of Black American Scientists	School resource collection
3. Arbor Day information	Arbor Day program
4. Puerto Rico Discovery Day information	Classroom activities
5. Martin Luther King poster	Bulletin boards
6. Bibliography on Puerto Rican history	Teacher resource collection
7. Bibliography, The American Negro	Teacher utilization
8. Heritage Series, #1 and #2	Teacher reference
9. Reader's Digest New Reading Skill Builder	Small-group instruction
10. Film on family living	Shown by school nurse to grades 6 and 7 and PTA
11. Pictures of space exploration	Classroom activities
12. Afro-American history calendar	Posted in classrooms
13. Hispanic history calendar	Posted in classrooms
14. Pamphlet, Famous Black American Women	Library and classroom

Materials	Use
15. Information on drug abuse	Classroom activity
16. Aerospace information	Teacher resource
17. Pamphlet, Proudly We Hail	Classroom activities
18. Bibliographies on Puerto Rican studies	Library
19. Pamphlets, periodicals, and monographs on learning disabilities	Teacher and administration resources

What services has this school received from the Curriculum Office?

1. Curriculum Notes
2. Notices of conferences, meetings, workshops
3. Information on activities in Museum, Library, Symphony Hall
4. News items pertaining to curriculum development
5. Resource materials on a variety of current topics
6. Assistance in Project Read
7. Information on special programs in other schools
8. WNDT book guides
9. Booklets relating to Black studies
10. AKA pamphlet on Afro-American history

What materials are desired?

1. Integrated social studies curriculum
2. Drug abuse materials geared to elementary-school level
3. Curriculum guides on speech and language arts for lower grades
4. Transparencies in social studies and science
5. Health Education curriculum, with emphasis on drug abuse and sex education
6. Curriculum consultants to schools in science and mathematics

7. Listings of textbooks on Afro-American and Puerto-Rican culture by grade levels
8. Suggested units of work on Afro-American and Puerto-Rican culture
9. Information on high interest-low readability reading materials
10. Bibliographies of books for foreign students
11. Materials for slow learners
12. Additional materials on human relations
13. Brochures on teaching techniques
14. Information on audio-visual aids on a primary level
15. Pamphlets, aids, posters on Afro-American history, mathematics, and science

What services are desired?

1. Information about what services are available to teachers
2. Provision of programs and speakers
3. Demonstration lessons
4. Afro-American studies and Puerto-Rican workshops for primary teachers
5. Additional helping teachers
6. Innovative ideas for teaching Hispanic history and literature
7. Assistance in selecting proper materials for a narcotics prevention program
8. In-service classes during school time
9. Information on innovative methods in other schools and other systems
10. Guides for bi-lingual instruction
11. Workshops on new trends in curriculum development
12. Provision of speakers as resource persons for school-organized workshops
13. Refresher workshops in all elementary subjects
14. Listing of outside speakers available on Hispanic and Afrio-American culture

What suggestions are offered?

1. Continue all present services.
2. Send representatives from the Curriculum Department to speak to the faculty about how to obtain services of the Department.
3. Place proven materials in the field of psycholinguistics on the textbook list.
4. Develop an oral pre-reading program for Spanish-speaking primary pupils.
5. Arrange that eight days a year (excluding September and June) schools be dismissed at 12:45 for whole-school workshops.
6. Make available innovative programs proven successful in other schools and school systems.
7. Provide a catalogue of new curriculum materials, with supplements as necessary.
8. Provide an enlarged paid curriculum staff to develop guides.
9. Acquire a library specifically for transparencies.
10. Arrange closer cooperation between community groups such as the UCC area boards and the Board of Education in planning programs and special events.
11. Include increased amounts of practical classroom techniques and methods in future curriculum guides.
12. Include ideas for correlating subject-matter areas in future curriculum guides.
13. Arrange for teachers and principals to attend college conferences on the teaching of Afro-American and Hispanic history.

II AFRO-AMERICAN HISTORY AND CULTURE

REPORT ON SURVEY

IMPLEMENTATION OF THE STUDY OF AFRO-AMERICAN HISTORY

BY DEPARTMENT OF CURRICULUM SERVICES

SPRING, 1970

Secondary Schools

Number of Schools: 15 Schools Responding: 13

How many teachers showed specific inclusion of Afro-American history in their units or plans? 260

a. How many did not? 15

How many teachers exhibited materials related to Afro-American history in their classrooms? 223

a. How many did not? 42

How many teachers took a course in the subject either at college or in-service? 47. a. college 32 b. in-service 12 c. Cleveland School 3

How many teachers attended a conference or workshop on Afro-American history and culture?

a. At New Brunswick? 3

b. At Camden Street School? 13

c. At the Newark Museum? 7

d. At the N. J. Historical Society? 15

e. Other? 14

Note: The secondary schools responded for social studies teachers only.

How many textbooks were purchased on the subject? 3,571

How many library books were purchased on the subject? 3,019

How many pupils visited a museum, theater, or other establishment specifically because of an Afro-American presentation? 2,390

How many students took a special course? 989

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Afro-American history? 71

What positive advances in this area were made in your school this year?

1. New Black Studies courses were instituted.
2. A Black Culture club was organized.
3. Afro-American dance groups were formed.
4. Afro-American history was incorporporated into the curriculum.
5. New Black literature was bought by English departments.
6. Film strips and other audio-visual materials were used.
7. There seemed to be less racial sensitivity in the presentation and reception of the material.
8. Afro-American history was offered for the first time as a ninth-grade elective.
9. In the Evening High School courses in Afro-American history and literature were organized.
10. Afro-American History Club collected articles to be kept in the school library.
11. A social studies department has built an audio-visual collection for use in classes.
12. Increasing numbers of teachers were involved in emphasizing Afro-American contributions to American history.

13. An established Afro-American program was enriched and expanded through the use of a state mini-grant.

14. Students developed and presented Black history lessons.

15. An African exchange student spoke to the students about his country.

16. Field trips to Man in Africa exhibit at the Museum of Natural History and the Schomberg Collection, New York Public Library, were taken.

17. Students visited the African exhibit at the Newark Museum.

What further steps will you take next year?

1. Greater use of paperback books and pamphlets in addition to textbooks.

2. Integrate Afro-American history with United States history.

3. Improve teacher background in Afro-American culture.

4. Correlate Afro-American history with English, music, and art.

5. Cooperative development of a unit in Afro-American history by students and teachers.

6. Institute a course in African studies involving geography, history, language, art, and customs of Africa.

7. Provide for weekly sessions of student-conducted classes in Afro-American studies.

What suggestions would you offer for general use in this area?

1. Use more multi-media materials, including jazz records and current films.

2. Provide more in-service training for teachers.

3. Institute a learning-materials and resource center for the school system.

4. Provide more speakers and programs.

5. Make more mini-grants available for teaching and enriching materials.

6. The students should be helped to understand the African of the 1500's and the African of today, and the fact that they are not the same.

Special Schools

Number of Schools: 12 Schools Responding: 11

How many teachers showed specific inclusion of Afro-American history in their units or plans? 62

a. How many did not? 24

How many teachers exhibited materials related to Afro-American history in their classrooms? 70

a. How many did not? 31

How many teachers took a course in the subject either at college or in-service? 19 a. college 10 b. in-service 8 c. Cleveland School 1

How many teachers attended a conference or workshop on Afro-American history and culture?

a. At New Brunswick? 1

b. At Camden Street School? 6

c. At the Newark Museum? 4

d. At the N. J. Historical Society? 2

e. Other? 10

How many textbooks were purchased on the subject? 300

How many library books were purchased on the subject? 217

How many pupils visited a museum, theater, or other establishment specifically because of an Afro-American presentation? 686

How many students took a special course or joined an Afro-American History Club? 0

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Afro-American history? 75

What positive advances in this area were made in your school this year?

1. Afro-American history was integrated into the social studies curriculum.
2. Materials were purchased and collected for permanent displays.
3. There was greater awareness of Afro-American contributions by pupils and teachers.
4. The Encyclopedia of Afro-American History was purchased.
5. Individual image changes were observed.

What further steps will you take next year?

1. Expand existing program.
2. Add to permanent displays.
3. Encourage more faculty participation in seminars, in-service courses, workshops, and conferences.
4. Modify the Afro-American curriculum guide to meet the needs of handicapped pupils.
5. Encourage more community participation in school programs.
6. Organize an Afro-American history club.
7. Encourage in-depth study among faculty members.
8. Plan more related field trips.
9. Implement a more comprehensive program for the educable mentally retarded.

What suggestions would you offer for general use in this area?

1. Arrange inter-school exchange of programs.
2. Organize Project Open Door discussions.

3. Make greater use of community resources.

4. Integrate Afro-American history into the arts, music, and physical education curricula.

Elementary Schools

Number of Schools: 57 Schools Responding: 45

How many teachers showed specific inclusion of Afro-American history in their units or plans? 1,503

a. How many did not? 95

How many teachers exhibited materials related to Afro-American history in their classrooms? 1,410

a. How many did not? 135

How many teachers took a course in the subject either at college or in-service?

253 a. college 151 b. in-service 85 c. Cleveland School 17

How many teachers attended a workshop or conference on Afro-American history and culture?

a. At New Brunswick? 37

b. At Camden Street School? 145

c. At the Newark Museum? 47

d. At the N. J. Historical Society? 13

e. Other? 170

How many textbooks were purchased on the subject? 5,711

How many library books were purchased on the subject? 5,702

How many pupils visited a museum, theater, or other establishment specifically because of an Afro-American presentation? 8,353

How many students joined an Afro-American History Club? 256

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Afro-American history? 183

What positive advances in this area were made in your school this year?

1. Students showed increased pride in their Afro-American heritage.
2. Interest in Newark's prominent Afro-Americans has been aroused.
3. The faculty demonstrated greater awareness of the contributions of Afro-Americans to American culture.
4. A central resource collection of Afro-American materials for faculty use was established.
5. New materials were displayed at monthly faculty meetings.
6. In the upper grades special periods were set aside for Black studies.
7. Special projects and research were done by students.
8. Students learned about African art and its influence on world culture.
9. The Englehardt Foundation financed the Dinizulu Dance Troupe.
10. The faculty submitted unit-studies in Afro-American history.
11. During lunch hour Seton Hall instructors lectured to the faculty on Afro-American history.
12. Classes celebrated days of Afro-American significance.
13. A lending library of Afro-American books was established.
14. Records of West African and Nigerian folktales were purchased.
15. Talking drums were made available to the pupils.
16. Members of the community participated in career studies.
17. Contributions of Afro-Americans were included in social studies, language, music, and art classes.

18. The librarian led a special school-wide four-week unit highlighting Afro-American contributions. Resources included eight film strips and two sets of reference libraries. Successful Black business persons were brought in to address the students.

19. Parents were included in school curriculum committees.

20. A bibliography of books, pamphlets, and periodicals available at the school was distributed to the faculty.

21. An art show featuring Afro-American creative work was held.

22. White pupils became more aware of the cultural contributions of Afro-Americans.

23. A film strip library of Afro-American materials was used with increasing interest and demand.

What further steps will you take next year?

1. Sponsor original composition contest on Afro-American subjects.

2. Sponsor museum visits.

3. Increase number of books and teaching materials available.

4. Develop increased numbers of class projects on Afro-American contributions.

5. Establish in-service workshops.

6. Make greater use of resource materials and resource people from the community.

7. Provide more exposure to African primitive art.

8. Encourage teachers to take courses and attend conferences.

9. Have students interview famous Afro-Americans for the school newspaper.

10. Establish closer contacts with the Black business community to identify job prospects for upper-grade students.

11. Organize in booklet form poems written by Black Americans or about Black Americans.

12. Organize class Afro-American club activities.

13. Create school newspaper entitled "I Have a Dream!"..

14. Develop film project.

15. Encourage the writing of books on Black subjects by the students.

16. Make videotape recordings of television programs of Afro-American interest.

17. Produce own videotape programs.

18. Plan increased numbers of assembly programs.

19. Provide more field trips.

What suggestions would you offer for general use in this area?

1. Arrange for lectures and other presentations by community resource people.

2. Have Black firemen speak to the children during Fire Prevention Week.

3. Make Afro-American studies a part of the general school curriculum.

4. Have the Department of Curriculum Services compile a list of free and inexpensive materials on Afro-American culture.

5. Ask the Board of Education to provide additional special assembly programs for the schools.

6. Continue the sharing of information from other sources via Curriculum Notes.

7. Establish the policy of using only multi-ethnic texts.

8. Develop lists of prominent local Black citizens willing to serve as resource people.

9. Obtain film strips using primary vocabulary.

10. Require workshops in Afro-American culture in all schools.

11. Arrange to have the Board of Education pay tuition costs for teachers taking college courses in Afro-American subjects.

12. Increase the number of WBGO programs in this area.

13. Provide additional pamphlets for children similar to Legacy for All.

III PUERTO RICAN CULTURE AND CONTRIBUTIONS

REPORT ON SURVEY

IMPLEMENTATION OF THE STUDY OF PUERTO RICAN HISTORY

BY DEPARTMENT OF CURRICULUM SERVICES

SPRING, 1970

Secondary Schools

Number of Schools: 15 Schools Responding: 12

How many teachers showed specific inclusion of Puerto Rican history in their units or plans? 72

a. How many did not? 45

How many teachers exhibited materials related to Puerto Rican history in their classrooms? 50

a. How many did not? 57

How many teachers took a course in the subject either at college or in-service?

a. college 7 b. in-service 2

How many teachers attended a conference or workshop in Puerto Rican history and culture? 4 Where?

Farleigh Dickinson University

Montclair State College

Newark State College

How many textbooks were purchased on the subject? 566

How many library books were purchased on the subject? 145

How many pupils visited a museum, theater, or other establishment specifically because of a Puero Rican presentation? 55

How many students took a special course? 124

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Puerto Rican history? 10

What positive advances in this area were made in your school this year?

1. Puerto Rican students are identifying more with the school and school programs because of presentations concerning Puerto Rican culture and contributions to America.
2. Discovery Day was celebrated in classrooms and assembly programs.
3. Puerto Rican materials--including audio-visual--were purchased by English and social studies departments.
4. An ASPIRA club was formed.
5. Puerto Rican materials were included in the International Relations curriculum.
6. Puerto Rican studies were made an integral part of the Spanish equivalency program.
7. The Latin-American component of American history courses was increased.
8. Puerto Rican contributions became a part of seventh-grade units.
9. Larger numbers of teachers employed Puerto Rican materials.

What further steps will you take next year?

1. Introduce a course in Latin-American history.
2. Teach the non-Puerto Rican students to understand better the specific problems of language, custom, etc., of the Puerto Rican in the United States.
3. Classroom quantities of Island in the Crossroads and Quiet Rebels: Four Puerto Rican Leaders will be used to supplement the current unit in Puerto Rican history.
4. Additional library purchases will be made.
5. Assembly programs on Puerto Rican subjects.
6. Closer contact with ASPIRA.

7. Invite guest speakers from the community to address students on Puerto Rican history and/or problems.

8. Obtain more films on Puerto Rican culture.

What suggestions would you offer for general use in this area?

1. Teachers must be made more aware of Puerto Rican history and culture.

2. More in-service training of teachers is needed.

3. Give greater recognition to Puerto Rican holidays, customs, and mores.

4. Take a positive attitude toward the Puerto Rican life-style.

5. Expand teachers' backgrounds by means of seminars, lectures, and exhibitions.

6. Prepare for teacher use a list of famous Puerto Ricans and their contributions.

7. Arrange for special Puerto Rican columns in Spanish newspapers and school newspapers.

8. Arrange for additional WBGO programs relative to Puerto Rican matters.

9. Visit some cultural centers in Spanish Harlem.

10. Because of general lack of knowledge among teachers, obtain the assistance of experts in Puerto Rican history and culture.

Special Schools

Number of Schools: 12 Schools Responding: 10

How many teachers showed specific inclusion of Puerto Rican history in their units or plans? 15

a. How many did not? 90

How many teachers exhibited materials related to Puerto Rican history in their classrooms? 25

a. How many did not? 93

How many teachers took a course in the subject either at college or in-service?

a. college 0 b. in-service 0

How many teachers attended a conference or workshop on Puerto Rican history and culture? 0

How many textbooks were purchased on the subject? 166

How many library books were purchased on the subject? 83

How many pupils visited a museum, theater, or other establishment specifically because of a Puerto Rican presentation? 0

How many students took a special course or joined a Puerto Rican History Club? 0

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Puerto Rican history? 2

What positive advances in this area were made in your school this year?

1. Puerto Rican Discovery Day was observed.
2. Library reference books were purchased.

What further steps will you take next year?

1. Purchase more materials.
2. Utilize members of the community as resource persons.
3. Expand curricular offerings concerning the history and people of Puerto Rico.

What suggestions would you offer for general use in this area?

1. Have more exchanges of ideas between the school and the Puerto Rican community.
2. Extend more invitations to community members.
3. Teach how Puerto Ricans have contributed to the culture and well being of Newark.

Elementary Schools

Number of Schools: 57 Schools Responding: 45

How many teachers showed specific inclusion of Puerto Rican history in their units or plans? 615

a. How many did not? 606

How many teachers exhibited materials related to Puerto Rican history in their classrooms? 616

a. How many did not? 800

How many teachers took a course in the subject either at college or in-service?

a. college 26 b. in-service 13

How many teachers attended a conference or workshop on Puerto Rican history and culture? 71 Where?

Camden Street School
Chicago University
Farleigh Dickinson University
In-service
Livingston
Montclair State College
New York University
Newark State College
Paterson State College
Puerto Rico
Seton Hall University
Summer Avenue School
University of North Carolina
Vailsburg High School
West Kinney Junior High School
West Side High School

How many textbooks were purchased on the subject? 2,335

How many library books were purchased on the subject? 1,274

How many pupils visited a museum, theater, or other establishment specifically because of a Puerto Rican presentation? 225

How many students joined a Puerto Rican History Club? 3

Upon how many occasions were outstanding persons, groups, or exhibits brought into the school in connection with Puerto Rican history? 18

What positive advances in this area were made in your school this year?

1. A schoolwide Puerto Rican project culminated in an assembly program and a hall exhibition.
2. An English as a Second Language program was initiated.
3. A course in Spanish was offered for Afro-American students who wish to take Spanish in high school.
4. An Americanization class was taught by a Spanish-speaking teacher.
5. A bi-lingual program was established.
6. A community coordinator worked with Puerto Rican mothers.
7. Members of the community spoke to students about Puerto Rican customs and history.
8. Puerto Rican assembly programs were conducted.
9. Puerto Rican films were exhibited.
10. Puerto Rican Discovery Day was commemorated.
11. Materials from the Newark Museum were utilized.
12. Bi-lingual assembly programs were held.
13. Puerto Rican history was taught in a West Indies unit.
14. Special bi-lingual classes were taught by a librarian, speech teacher, and pool substitutes.
15. A bibliography from the Department of Libraries was copied and distributed to teachers.
16. A Puerto Rican unit was developed cooperatively by one faculty.

What further steps will you take next year?

1. Establish a Spanish club.
2. Acquire more materials on Puerto Rican culture.
3. Increase the number of Puerto Rican assemblies.
4. All announcements to parents will be written in English and Spanish.
5. Establish in-service workshop within the school.
6. Increase the scope of the bi-lingual program because of enlarged federal funding.
7. Use additional resource people from the community.
8. Involve the students in creative projects connected with Puerto Rican history and culture.
9. Involve the parents to a greater extent.
10. Obtain Spanish-speaking community aides.
11. Procure a full-time bi-lingual teacher.
12. Integrate Puerto Rican history into the social studies curriculum, with emphasis on current events.

What suggestions would you offer for general use in this area?

1. Foster awareness of the problems arising from not understanding the English language.
2. Provide progress reports to parents in English and Spanish.
3. Arrange for the sharing of materials among schools.
4. Develop a city-wide curriculum for Puerto Rican studies.
5. Ask parents to demonstrate their handiwork, music, songs, and dances.
6. Add appropriate books to the textbook lists so that they may be purchased on regular school orders.
7. Use a multi-media approach.
8. Arrange for speakers from the community and special events assemblies.
9. Encourage increased research into Puerto Rican contributions to the well-being of Newark.